

Unit Planning Guide: Grade 6 Unit 2 (Weeks 6-10)

Unit Title: Grade 6 Unit 2 “Prove Your Position”	Pacing (Duration of Unit): 5 Weeks
Grade: 6	Buffer Day(s):3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

READING LITERATURE	READING INFORMATIONAL	WRITING	SPEAKING AND LISTENING	LANGUAGE
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details;	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p>provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>c. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	
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		<p>experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,</p>		<p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning</p>	
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		and audiences.		<p>of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Cite evidence from text
- Determine central idea or theme
- Describe a story's plot
- Determine the meaning of words
- Demonstrate the command of conventions and use
- Compose a well developed personal narrative
- Engage effectively in collaborative discussions

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What do you learn by reading a text closely?
- What makes a powerful argument?
- How do I evaluate evidence?
- How do you share your ideas appropriately with others?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Analysis and inferences
- Theme and objective summary
- Vocabulary: Greek and Latin Roots
- 6 Traits of Great Writing

ACADEMIC VOCABULARY: argument, analysis, evaluate, interpret.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Citing evidence
- Inferring/determining theme
- Writing an argumentative piece
- Determining the meaning of unfamiliar words
- Demonstrating a command of the English conventions and usage